



Mishaps in Mismatch: The Gap Between Linguistic Competence and Linguistic Performance and Its Impact on the Effectivity of English Major Education Students of BASC

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ABSTRACT

The imbalance in teaching English components and its utilization in the actual communication process has created a gap between the linguistic competence and linguistic performance of students. Hence, this study aims to determine the factors that influence the lack of linguistic performance despite the adequate linguistic competence of English Major Education students of Bulacan Agricultural State College, as well as the effects of the gap between English language competence and performance on their effectiveness as future English teachers. This study employs the mixed-method research design using the correlational technique. In order to gather the quantitative and qualitative data needed for the study, the researchers conducted a survey and an interview respectively. The sampling technique for selecting the 168 survey respondents is probability sampling, particularly Cluster and Simple Random Sampling. On the other hand, a non-probability sampling which is the Purposive/Judgmental sampling was conducted to choose 10 students that will undergo the interview. The data were analyzed and interpreted through descriptive statistical analysis and narrative analysis. The results of the study revealed that the respondents' level of affective filter which are the factors that affects the gap between linguistic competence and performance is high in terms of motivation, anxiety and self-esteem. On the other hand, the level of impact of the gap between linguistic competence and performance among the students is in the middle. In general, the gap between linguistic competence and linguistic performance has an impact on the students' effectivity. Whereas, the affective filters like motivation, anxiety and self-esteem greatly contributes to the gap between linguistic competence and linguistic performance.

Keywords: Linguistic competence, linguistic performance, motivation, anxiety, self-esteem

INTRODUCTION

Language is an essential aspect of human life all throughout the world as it allows people to interact, communicate their thoughts and feelings, and build relationships with each other in order to function in their respective communities. According to the latest data published by Ethnologue, among the roughly 7, 100 languages spoken in the world, English which is said to be the universal language, remains as the most spoken language with 1.348 million speakers. Meanwhile, the data provided by World Population Review reveals that the Philippines ranks fifth on the top 10 largest English-speaking (as primary or lingua franca) countries in the world with 111, 046, 913 speakers as of 2021. Thus, learning the English language has become significant in the country provided that it is used both as an official language and as a medium of instruction in the academe. This only proves that the English language plays a vital role in the personal and professional aspect of the lives of many Filipinos.

In the context of the academe, teaching and learning the English language has long been part of the curriculum as a compulsory subject taught in formal schools from pre-school to post-graduate level. However, it is evident that most of the lessons seem to give more emphasis to English grammar and vocabulary, especially on the lower levels, rather than focusing—or if not, giving equivalent attention—on the primary purpose of learning any language, which is to be used in communication not just in written form but in effective oral performance as well. The conventional method of teaching English and the perceived importance of learning the structure, grammar rules, and vocabulary of the said language has created a gap between the linguistic competence and linguistic performance of students because of the imbalance in teaching English components and its utilization in the actual communication process. Such gap is apparent in the usual scenario in the classroom wherein students could easily answer English tests using their knowledge about the language, but find it hard to communicate with others using the English language.

The researchers have observed that the aforementioned circumstances are still prevalent among the class of English major Education students in Bulacan Agricultural State college despite the fact that they are highly exposed to the English language. Hence, this research aims to determine the factors that influence their lack of linguistic performance despite the adequate linguistic competence, as well as the effects of the gap between English language competence and performance on their effectiveness as future English teachers.

The success of this research will contribute in raising the awareness of the students and the faculty about the factors that affect the students' struggle in communicating their ideas well using English language despite knowing the grammar rules. This might also serve as a basis for the institute and school administration to come up with additional programs and interventions that could improve the linguistic performance of the education students.

Objectives of the Study

General Objective

The general objective of this study is to determine the impacts of the gap between linguistic competence and linguistic performance on the effectiveness of the English major Education students of BASC.

Specific Objective

- To describe the socio-demographic profile of the respondents.
- To determine in what extent the respondents use the English language, and how often the gap between linguistic competence and linguistic performance is experienced whenever they use the language.
- To determine the factors that influence the gap between linguistic competence and linguistic performance of the respondents.
- To determine the level of how these factors influence the gap between the linguistic competence and linguistic performance of the respondents.

Hypothesis of the Study

The Gap Between Linguistic Competence and Linguistic Performance has no Impact on the Effectivity of English Major Education Students of BASC.

Conceptual Framework

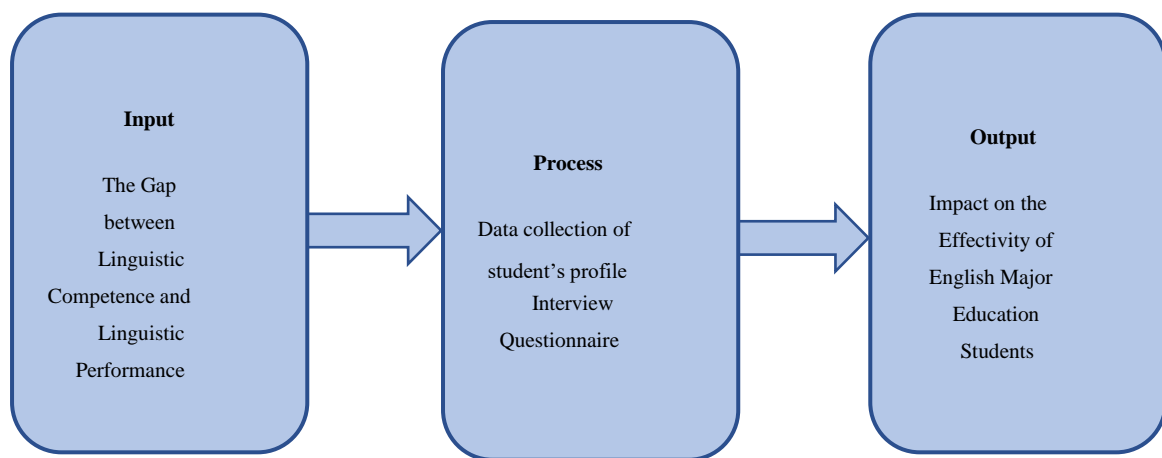


Figure 1. Paradigm of the Study

The figure above describes the conceptual framework of the study wherein the input is The Gap between Linguistic Competence and Linguistic Performance. On the other side, the process being used is through data collection of student's profile, questionnaire and interview. The output is the Impact on the Effectivity of English Major Education Students. The researcher wants to find out the Mishaps in Mismatch: The Gap between Linguistic Competence and Linguistic Performance and its Impact on the Effectivity of English Major Education Students of BASC.

METHODOLOGY

Research Design

This study employs the mixed-method research design using the correlational technique. A mixed-method research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem. The researchers

believe that this kind of research design will provide multiple viewpoints that will result in a better understanding of the research problem since either quantitative or qualitative type by itself is not enough to address the research problem or answer the research questions.

Moreover, correlational research estimates the extent to which different variables are related to one another in the population of interest. The researchers believe that this kind of research design will effectively determine the potential relationship between the gap between linguistic competence and linguistic performance and the effectiveness of future English teachers of BASC.

Data Gathering Procedure

The researchers will secure a letter permit to the Dean of the Institute of Education to ask for permission to conduct the study. Access to statistical records and data of the target respondents from the Dean will be used for research purposes only. After the letter has been approved, the survey will be conducted right away. To begin the study, the researchers will filter the respondents by section that can serve as the prior data of the respondents. After the sorting, the researchers will randomly choose the respondents from 1st to 3rd year. The data collected from the questionnaires will be examined and presented.

As for the interview, the researchers will choose 10 respondents from the 4th year English Major students that are suited to the set criteria. After conducting the interview, the statements and the data collected will also be presented and analyzed. Once all of the information in the procedures had been collected, the researchers will come up to a conclusion and recommendations for this study.

Research Instrument

In this study, the researchers will be using the survey questionnaire and interview. The questionnaire is a set of orderly arranged questions carefully prepared to answer by a group of students of the English Major in Bulacan Agricultural State College formulated to collect facts and information that is needed in this research.

The first part of the questionnaire is about the socio-demographic profile of the respondents. The second part determines the extent usage of English language of the respondents and how does they often experience the gap between Linguistic competence and linguistic performance. The third part is designed to identify the factors that influence the gap between linguistic competence and linguistic performance of the respondents. The fourth part is to determine the level of factors that influence the gap between the linguistic competence and linguistic performance of the respondents. And lastly, the fifth part is all about the impacts of the gap between linguistic competence and linguistic performance on the effectiveness to the future English teachers. In the second, third, fourth, and fifth part of the survey questionnaire, the researchers will use Likert Scale Method to specify the level of agreement of the respondents to the statement.

For the interview part, the researchers will select 10 students from 4th year English Major who already did their practice teaching demonstration. The questions are comprised of open-ended questions that seeks to determine the impacts of the gap between English language competence and performance to the effectiveness of future English teachers.

Sampling Technique

The researchers will use different sampling technique for the study. First, the researchers will use probability sampling such as Cluster and Simple Random Sampling for the respondents from 1st to 3rd year that will answer the survey questionnaires. The Cluster sampling will be used for choosing the sections from where the respondents will come from. Second, the Simple Random Sampling will be use to choose the students from the sections as respondents. Lastly, the researchers will use non-probability sampling which is the Purposive/Judgmental sampling to choose another and a smaller set of students from 4th year students that will undergo the interview.

From the total population of 280 students from the 6 sections of years 1-3 under the Bachelor of Secondary Education Major in English Program, with 5% (.05) Error tolerance. Using Slovin's formula, the researchers came up with a sample size of 168 respondents that will answer the survey questionnaires. From the year 4 students, the researchers will choose 10 respondents that will undergo the interview.

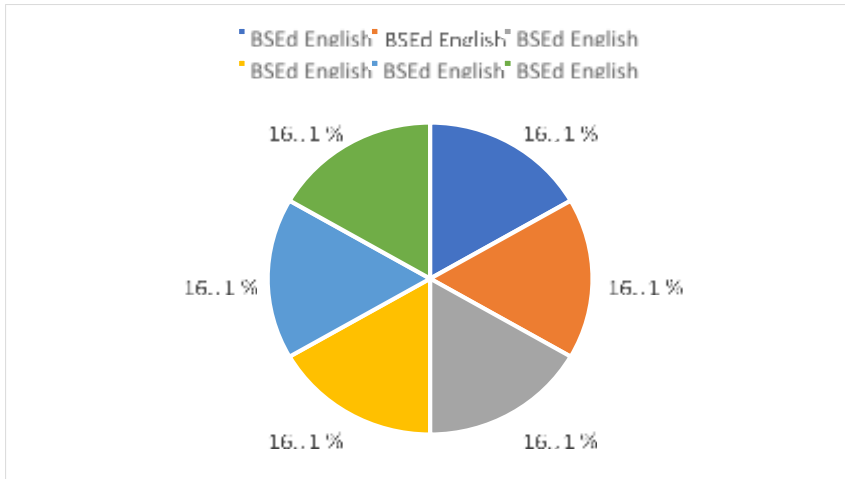
Data Analysis

The researchers will validate the answers that will be gathered from the respondents, to have concrete and finalized answers to the problems stated in this study. The researchers will analyze and tabulate the given data from the quantitative and qualitative parts of the research. Using the correlational technique, the data from the survey will be analyzed to determine the relationship between the two variables which are the gap between linguistic competence and performance and its impacts on the effectiveness of English Major Education students. On the other hand, answers from the interview will be analyzed through narrative analysis to acquire answers about the problem from various perspectives. The researchers will make use of both analysis methods to attain a better result for the study.

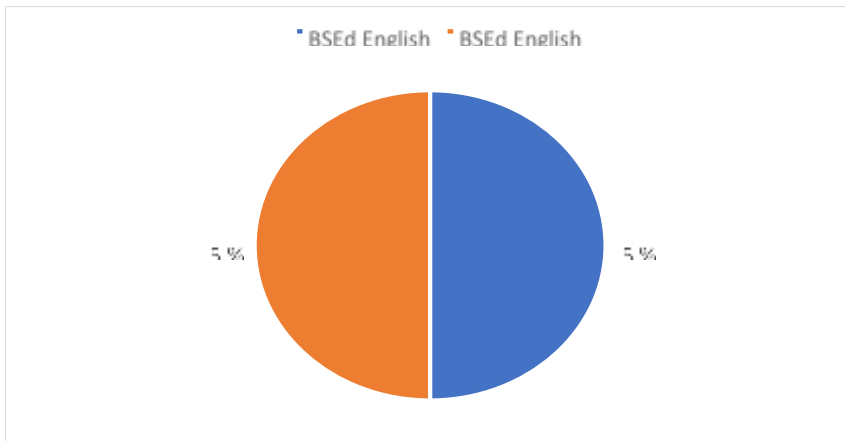
RESULTS AND DISCUSSION

This chapter presents, analyze and interprets the data gathered in the study in accordance with the problem presented in Chapter I. The profiles of student responses in the Mishaps in Mismatch: The Gap Between Linguistic Competence and Linguistic Performance and Its Impact on The Effectivity of English Major Education Students of BASC was described using descriptive analysis. The researchers analyzed and interpreted the data and answers in the survey questionnaire and interview answered by the respondents to get the result for both quantitative and qualitative part of the study.

A. SOCIO-DEMOGRAPHIC PROFILE

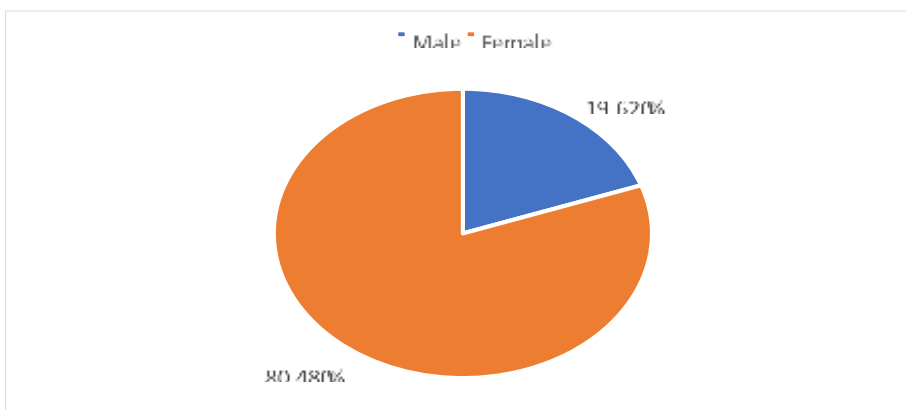


Graph 1.1 Survey Respondent's Year and Section

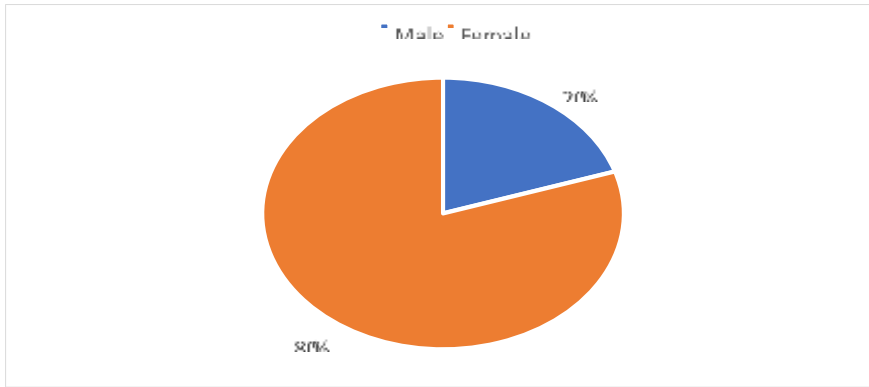


Graph 1.2 Interview Participant's Year and Section

Graph 1.1 shows the total number of the students per year level and section. The total number of the respondents are 168 and divided into 6 that equals to 28 respondents per section. They are the respondents of the study. They are English Majors and currently enrolled in Bulacan Agricultural State College. Graph 1.2 shows the total number of the students per year level and section. The total number of the respondents for the interview are 10 and divided into 2 that equals to 5 respondents per section. They are the respondents of the study. They are fourth year, English Majors and currently enrolled in Bulacan Agricultural State College.

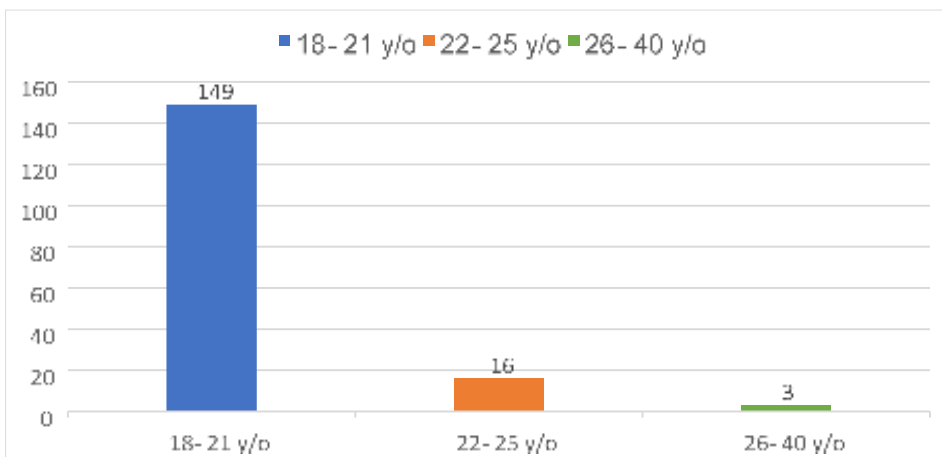


Graph 2.1 Survey Respondent's Gender

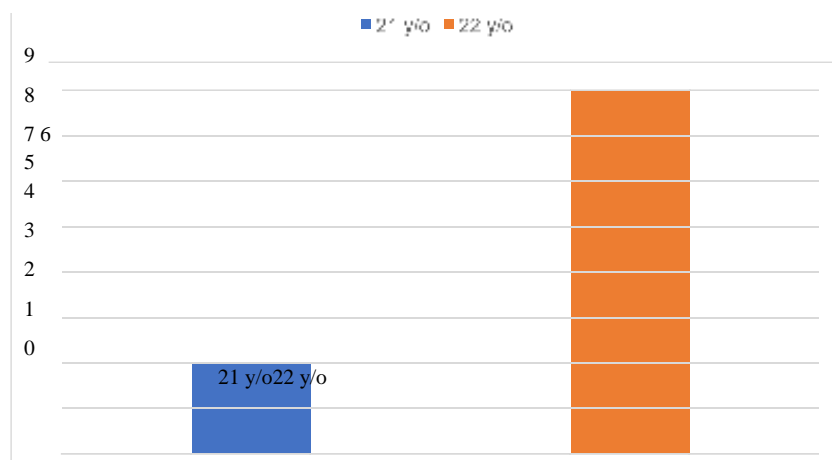


Graph 2.2 Interview Participant's Gender

Graph 2.1 has shown the total number of the students where 135 of them are females with a total of 80.4%, and 33 were male with a total of 19.6%. They are the respondents from the 6 different sections in the English major. Graph 2.2 has shown the total number of the students where 8 of them are females with a total of 80%, and 2 were male with a total of 20%. They are the respondents from the 2 different sections in the fourth-year English major.



Graph 3.1 Survey Respondent's Age



Graph 3.2 Interview Participant's Age

Graph 3.1 has shown the gaps of ages of the respondents, most of the respondents were 18 to 21 years of age with a total number of 149. While the others were 22 to 25 years of age with a total number of 16 respondents, and there are 3 respondents who are 26 to 40 years of age. Graph 3.2 has shown the

gaps of ages of the respondents, most of the respondents were 22 years of age with a total number of 8 respondents. While the others were 21 years of age with a total number of 2 respondents.

B. ENGLISH LANGUAGE USAGE AND THE MANIFESTATION OF THE GAP BETWEEN LINGUISTIC COMPETENCE AND PERFORMANCE

5 – Always

4 – Often

3 – Sometimes

2 – Rarely

1 – Never

QUESTIONS	RESPONSES				
	5	4	3	2	1
Do you use English language when answering the questions of your instructor?	19.0 %	<u>42.3 %</u>	35.7 %	3.0 %	0.0 %
Do you use English language when explaining during class reporting or discussion?	14.9 %	<u>50.6 %</u>	31.5 %	3.0 %	0.0 %
Do you use English language when communicating your insights to the class?	8.9 %	35.7 %	<u>50.5 %</u>	4.7 %	0.0 %
Do you use English language when speaking with other people outside the classroom?	5.9 %	17.8 %	<u>47.0 %</u>	28.5 %	0.5 %
Do you use English language when speaking for other purposes that allows you to communicate your thoughts (e.g., vlogging, live streaming, podcast etc.	11.9 %	28.6 %	<u>42.3 %</u>	13.1 %	0.0 %
Do you still find it hard to speak smoothly and continuously using the English language?	18.5 %	<u>43.5 %</u>	33.3 %	4.8 %	0.0 %
Are your word choices and sentence construction still ambiguous?	6.0 %	28.6 %	<u>56.5 %</u>	8.3 %	0.6 %
Do you find it hard to apply grammar rules as you speak?	7.1 %	35.7 %	<u>48.2 %</u>	8.3 %	0.6 %
Do you tend to code switch in order to construct your thoughts and statement?	10.1 %	40.5 %	<u>45.8 %</u>	4.2 %	0.0 %
Are you able to apply your linguistic competence in your linguistic performance when you speak English language?	14.3 %	40.5 %	<u>42.5 %</u>	1.8 %	0.6 %

Table 1. English Language Usage and Manifestation of Gap

In this part the table shows the results and the answers of the respondents. The majority of respondents or the highest response in this table can be found on question number seven, Are your word choices and sentence construction still ambiguous? 56.5% or 95 of the respondents said that when it comes in their word choices and sentence construction are still ambiguous sometimes.

According to Durkin & Shrine (1991), as cited in Kaplan, Fisher, & Rogness (2009), in the classroom, language is really important. Students may perceive a subject to be more difficult than it is because of the use of specialized vocabulary in the domain. Words that are commonly used in everyday English are considered to have lexical ambiguity when they are used differently in a domain. Studies in other domains, such as mathematics and chemistry education, show that teachers should use the lexical ambiguity of words to assist students learn vocabulary. The research described here is the first in a series of experiments aimed at understanding the impact of lexical ambiguities in the statistics classroom and developing ways for leveraging them. They also enumerate and identified four types of lexical ambiguities in mathematics education: Homonymy refers to words that have the same spelling but

different meanings, Polysemy words that have two or more different but related meanings, Homophony words with different spelling (and meaning) but same pronunciation, and Shifts of application: words that can mean different things when considered from different perspectives.

The lowest response in this table is showed in question numbers one and five with both total of 42.3% or 71 out of 168 respondents answers that they often use English language when answering the questions from their instructor and that they sometimes use English language when speaking for other purposes that allows you to communicate your thoughts such as in vlogging, live streaming, podcast etc.

According to "The importance of recitation in studying English literature" (2018), recitation is an important and successful method of learning a language and appreciating a work of literature. The act of reciting from memory or a formal reading of a verse or other materials in front of an audience is known as recitation. Recitation is the act of recreating poems. Reciting is one of the strategies that is constantly utilized in a language instruction class in Europe. Reciting also aids in improving students' problem-solving abilities and fostering creativity. Memory is a child's mind's storehouse. Nowadays, youngsters are so inventive and their mental horizons have been enlarged to such an extent that we cannot comprehend. Recitation has its own rhythm, melody, noises, and beats, all of which are beneficial to a child's language, cognitive, and emotional development. It allows pupils to improve their pitch, voice inflection, and volume. A youngster can interpret words with distinct meanings but similar sounds by doing so.

They'd also learn what a pattern is and how to spot one in particular.

In addition, when it comes in using of the English language when speaking for other purposes that allows you to communicate your thoughts such as in vlogging, live streaming, podcast etc. According to Lestari (2019) in his article Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective, speaking ability is now required of everyone in the world, even students. The rapid advancement of computer and Internet technology has aided language acquisition, particularly in the area of speaking. The goals of this study were to learn about students' perspectives on utilizing video blogs to develop speaking skills and to investigate what students' strategies were for using video vlogs to improve speaking skills. Five students from an Indonesian University's Information and Technology (IT) department who were studying speaking were used as samples. To get samples for this qualitative study, an intentional sampling strategy was used. The research technique focused on the students' perspectives on video vlogging and their strategies for using it, with data gathered from student interviews and observations. The findings reveal that students have a positive attitude toward using video vlogs to develop their speaking skills through various tactics. Furthermore, students have excellent English skills as a result of using video vlogs as a learning medium.

C. FACTORS THAT INFLUENCE THE GAP BETWEEN LINGUISTIC COMPETENCE AND LINGUISTIC PERFORMANCE

5 – Always

4 – Often

3 – Sometimes

2 – Rarely

1 – Never

QUESTIONS	RESPONSES				
	5	4	3	2	1
When you are knowledgeable about what you are saying, do you feel motivated to speak in front of other people using the English language?	<u>41.7 %</u>	41.1 %	16.7 %	0.6 %	0.0 %
When the audience or listeners are close and familiar to you, do you feel motivated to speak using the English language?	31.0 %	<u>42.9 %</u>	22.6 %	3.6 %	0.0 %
When you know the right pronunciation of the words, do you feel motivated to speak using the English language?	<u>45.8 %</u>	<u>45.8 %</u>	8.3 %	0.0 %	0.0 %
When you are having your normal conversation, do you feel motivated to speak using the English language?	23.8 %	<u>36.9 %</u>	35.1 %	4.2 %	0.0 %
When you learn new English words or terms, do you feel motivated to use it?	34.5 %	<u>42.3 %</u>	20.8 %	2.4 %	0.0 %

Table 2.1 Motivation

This table explains that 41.7% of the BASC English Major students are always accountable and motivated in speaking towards many people using the English language. 42.9% of the respondents were often motivated to speak whenever the listener is their acquaintance. The majority of the respondents are always and often motivated in speaking when they know the corresponding words to use, which lies into both 45.8% in population. Meanwhile, 36.9% of the respondents are motivated to speak English to normal conversations. Lastly, 42.3% of the respondents feel motivated whenever they learn new English words or terminologies.

This result matched the study of Lambert (2017) in terms of learning process. The study is located on the same paper. Motivation takes part of the task results. This research and the study conducted by Lambert revealed that there is no straightforward answer for incorporating a learner role into task-based instruction.

In addition to that, another study located in this paper is relevant to the result. Dempo & Helena Seli (2008) studied about Motivation and said that when English learners try to push themselves to develop the theory of English grammar into real-world use and function in communication, they will be successful in learning English because their motivation will encourage them to deal with the goals they want to achieve in learning a foreign language. Same goes with the result of this study that the respondents are much motivated to speak on acquaintances. It gives them the comfort and process time they need to formulate words together. With that practice, they tend to gain confidence progressively without being altered by pressure.

QUESTIONS	RESPONSES				
	5	4	3	2	1
Do you feel nervous when speaking in front of other people using the English language?	30.9 %	<u>36.9 %</u>	28.5 %	1.1 %	0.0 %
Do you experience mental block when speaking in front of other people using the English language?	30.3 %	<u>37.5 %</u>	28.5 %	3.5 %	0.0 %
Do you feel frustrated when you can't speak the English language fluently?	24.4 %	<u>35.7 %</u>	32.7 %	6.5 %	0.5 %
Do you feel insecure in your speaking ability?	21.4 %	30.9 %	<u>37.5 %</u>	7.7 %	2.3 %
Do you feel anxious when people are looking at you when you speak?	25.5 %	<u>38.6 %</u>	30.9 %	4.7 %	0.0 %

Table 2.2 Anxiety

The table represents English Major Education students' responses to questions about the factors that influence the gap between linguistic competence and linguistic performance.

The information gathered from the survey questionnaire reveals that 36.9% from 168 respondents of BASC English Major students feel nervous often when speaking in front of other people using the English language, having minimal speaking practice in front of the class and speaking English in everyday situations when prompted to do so. 37.5% respondents often experience mental block when speaking in front of other people using the English language, and 35.7% admit that they feel frustrated when can't speak the English language fluently. 37.5% sometimes feel insecure in their English-speaking ability. To end, 38.6% respondents often feel anxious when people are looking at them when speaking the English language.

According to Dempo & Helena Seli (2008), If learners have driven and ambition to improve their English performance, they will do many things more and greater outside the classroom, regardless of the circumstances or difficulty of the learning class activity and learners can locate other peers to practice with and build an English learning environment outside of the classroom. Furthermore, more advanced self-talk training programs are available to assist individuals in controlling anxiety, mood, and other emotional reactions.

The result suggests that the factors affecting the gap between linguistic competence and linguistic performance are viewed at various levels depending on the type of factor. When asked about negative factors such as feeling uncomfortable, nervous, frustrated, uneasy, or suffering mental block when speaking English as a foreign language, the biggest percentage of respondents answered often, indicating that these characteristics had a negative impact on the gap. It shows that external and internal factors have an impact on English speaking success, such as the gap between linguistic competence and linguistic performance can be bridged through motivation, environment, and teaching approaches for English as a foreign language.

QUESTIONS	RESPONSES				
	5	4	3	2	1
Do you feel more confident in speaking using the English language?	10.7 %	31.5 %	<u>50.0 %</u>	7.7 %	0.0 %

Do you feel more confident in writing using the English language?	25.0 %	<u>47.6 %</u>	26.2 %	1.2 %	0.0 %
Do you feel more confident when people appreciate your speaking skills?	<u>45.8 %</u>	39.3 %	14.3 %	0.6 %	0.0 %
Do you feel more confident to speak when you eliminate the pressure you feel?	29.8 %	<u>44.6 %</u>	25.0 %	0.6 %	0.0 %
Do you feel more confident in doing academic tasks using English language?	22.6 %	<u>48.2 %</u>	28.0 %	1.2 %	0.0 %

Table 2.3 Self-esteem

The table shows that 31.5 % of the BASC English major students are more confident when utilizing the English Language which gets the lowest percent. While the majority, 48.2 % believe that they are more driven to complete the task that was assign to them using the English Language. It only means that there are a certain effect of linguistic competence and linguistic performance to the self-esteem of respondents as they are become more actively participating in doing written task than speaking using the English language inside the classroom.

According to Weiten (1989), as cited in Kazumata (2021), oral production tasks differ from reading and writing skills with that they have a greater potential for hurting one's self-esteem during the second language learning process. Students do not have enough time in a conversational context to consult a dictionary for precise pronunciation and grammatical use before performance turns, although reading and writing tasks typically provide a student enough time to organize sentences and choose the most relevant term. When people with "good" self-esteem are misinterpreted and given unfavorable feedback, they suffer no psychological harm. A somehow insecure learner's fear of making a mistake and receiving negative feedback, on the other hand, can stymie experiments with newly acquired knowledge. Vocal practice is required for information to be preserved in long-term memory which can impair learning languages.

D. LEVEL OF HOW THESE FACTORS INFLUENCE THE GAP BETWEEN THE LINGUISTIC COMPETENCE AND LINGUISTIC PERFORMANCE

5 – Always

4 – Often

3 – Sometimes

2 – Rarely

1 – Never

QUESTIONS	RESPONSES				
	5	4	3	2	1
When I am not motivated, I don't mind if my sentence construction is incorrect.	7.7 %	17.9 %	<u>39.9 %</u>	25.0 %	9.5 %
When I am anxious, I tend to forget to apply the grammar rules that I know.	8.3 %	29.7 %	<u>44.6 %</u>	12.5 %	5.4 %
When I am anxious, I tend to stutter when speaking.	15.5 %	<u>38.7 %</u>	36.3 %	7.7 %	1.8 %
When I am not confident, I tend to mess up my statements.	14.9 %	35.1 %	<u>36.3 %</u>	7.7 %	6.0 %
When I am confident, I pronounce the words correctly.	<u>44.6 %</u>	34.5 %	17.9 %	3.0 %	0.0 %

Table 3. Factor's Level of Influence on the Gap

The table below shows the responses of English major Education students on questions regarding the level of factors that affects the gap between the linguistic competence and linguistic performance.

The collected data from the survey questionnaires shows that 39.9% of the respondents sometimes don't mind their sentence construction when they are not motivated even if it's incorrect. 44.6% of the respondents sometimes tend to forget to apply the grammar rules they know when they are anxious. 38.7% of the respondents often tend to stutter when speaking, when they are anxious. 36.3% of the respondents sometimes tend to mess up their statements

when they are not confident. Lastly, 44.6% of the respondents always pronounce the word correctly when they are confident. According to Astuti (2013), Learners with self-confidence and a good self-image tend to be more successful.

The results presented proposes that the level of factors affecting the gap between linguistic competence and linguistic performance varied on different levels depending on what kind of factor is affecting it. Majority of the respondents answered sometimes in the questions regarding negative factors such as being anxious, not motivated and not confident which indicates that negative impacts on the gap is not prevalent and alarming. However, when it comes to the positive factors such as being confident, most of the respondents answered always which indicates that it also has a positive impact on the gap between linguistic competence and linguistic performance. Overall, it only means that students find it hard to use the language at some times when they are anxious, not motivated and not confident. But they find it easy at all times when they are confident.

E. IMPACTS OF THE GAP BETWEEN LINGUISTIC COMPETENCE AND PERFORMANCE ON THE EFFECTIVENESS OF FUTURE ENGLISH TEACHERS

5 – Always

4 – Often

3 – Sometimes

2 – Rarely

1 – Never

QUESTIONS	RESPONSES				
	5	4	3	2	1
Because of the gap, I couldn't explain my ideas well and this led to the confusion of the listeners.	11.3 %	34.5 %	<u>50.0 %</u>	4.2 %	0.0 %
Because of the gap, it is hard for me to respond quickly to someone talking to me in English language.	10.7 %	33.3 %	<u>50.6 %</u>	5.4 %	0.0 %
Because of the gap, it is hard for me to transfer my inner thoughts into speaking.	13.7 %	36.9 %	<u>44.0 %</u>	5.4 %	0.0 %
Because of the gap, it is hard for me to balance my scores in academic performance task and written task.	11.3 %	28.0 %	<u>47.6 %</u>	11.3 %	1.8 %
Because of the gap, I tend to use external English-related materials to extend my knowledge in the English language.	9.5 %	35.7 %	<u>50.6 %</u>	3.0 %	1.2 %

Table 4. Impacts of the Gap on the Effectivity of English Major Students

The table above shows the responses of English major Education students on questions regarding the impacts of the gap between linguistic competence and linguistic performance on their effectiveness as future English teachers.

Based on the results presented above, 50% of the students answered that

because of the gap, they Sometimes couldn't explain their ideas well and this led to the confusion of the listeners. For the second statement which is about how the gap have caused them to find it hard to respond quickly to someone talking to them in the English language, 50.6% said that they experience this Sometimes. Meanwhile, 44% of the respondents admitted that Sometimes, it is hard for them to transfer their inner thoughts into speaking because of the gap. Furthermore, 47.6% of the students Sometimes find it hard to balance their scores in academic performance task and written task because of the gap. Lastly, because of the gap, 50.6% among the future English teacher respondents Sometimes use external English-related materials to extend their knowledge in English language. Generally, majority of the respondents admitted that the gap has an impact on their effectiveness as English major students Sometimes.

The results presented suggests that the gap between linguistic competence and linguistic performance has an impact on the effectiveness of the majority of the respondents, but on different levels. The highest percentages of responses for each question are on the Sometimes level only and this could imply that the impacts are not much prevalent among them. However, it can't be disregarded that the combined numbers of those who answered Often, and Always are almost equivalent to those who answered Sometimes. This suggests that more students might be experiencing the manifestation of the impacts

of the gap between linguistic competence and linguistic performance more frequently. For an instance, the highest combined percentage of Often and Always answers is seen on the third statement. This shows that majority of the students find it hard to transfer their inner thoughts into speaking most of the time. This could be the most evident impact of the gap between linguistic competence and linguistic performance on their effectiveness as English major students.

According to Astuti (2013), the English language competence which students prioritized and spent too much to master is not well balanced with speaking practices that could improve oral production and communicative performance. Even though the speaking skill is taught in school or university, the time allocation is not much prevalent. Thus, because of the English learning that emphasize the cognitive aspect or competence, the affective aspect does not really get great and maximum attention. As result, when performing speaking skill in the class, the performance is not as good as the grammar competence which is mastered by the students because of the lack of practice.

Moreover, to better understand and give light to the research problem, the researchers conducted an interview to gather more data that will describe the gap between linguistic competence and linguistic performance and its impacts on the effectivity of future English teachers. The answers which were analyzed and interpreted through narrative analysis will be discussed further.

Question 1: Based from your previous years of studying English as a subject in primary, secondary, and tertiary levels, do you think you have acquired adequate knowledge about the English language in order to be an English teacher? Why or why not?

All of the respondents agreed that they have acquired adequate knowledge about the English language from their previous years in studying English as subject in Primary, Secondary and Tertiary in order to be an English teacher. Also, they added, with the use of technology such as videos and films, it helps them acquire knowledge about English. Learning with peers and motivating them through experiencing and using the language in real situations in classrooms are also factors that helped them. Some also said, they're asked by their teachers to speak and communicate using the language as a form of practice because as a future educator, they are expected to speak in English. The activities and tasks that they did in school are also their tool to improve and develop their English language skill. In addition, some also answered that exposure to the language from their past years in school had made them upgrade and innovate their language skills in English. However, they believed that there are still rooms for improvement because educators never stop learning.

According to Al Zoubi (2018), Students should be exposed to the English language on a daily basis by watching English movies and programs, surfing the internet, listening to the radio, reading English books, magazines, and newspapers, and practicing English with native speakers, recommended by the researcher, in order to encourage them to overcome their weaknesses and improve their fluency and proficiency in learning English.

Question 2: What are your experiences during the class discussion as a studentteacher? How would you compare your class discussion experience as a student and as a student-teacher?

All of the respondents says that there is big difference between discussing in front of their classmates and discussing as a student teacher. One of the respondents mentioned that it feels better in discussing as a student teacher where real students of certain level are their listener (students) because it's gives them excitement knowing that they are doing what they are passionate about as compared to teaching or discussing things with their classmates.

For the respondents being a student and being a teacher are two very different scenarios when they pertain to class discussion. When they are a student, they often just absorb what has been taught to them and they do not even think about anything else as long as they understand the concept. However, as a student teacher, they are the source of knowledge. Therefore, they must consider many factors and be cautious about the words and sentences they use, as their students may criticize them if they make mistakes.

The respondent's student teaching experience gives them an opportunity to put all they've studied about education and their subject matter into practice.

During the discussion, they've experienced dealing with various types of students.

Some students participate in the discussion, while others do not. They've also had experience teaching subjects other than English, such as science and physical education.

And they also mentioned that as a teacher, you should be adaptable, just like they said.

They've also found that if they only talk English, students are getting bored, so they try to find other ways for them to participate in discussions.

According to Ranjan (2013) as cited in Msangya, Mkoma, & Yihuan, (2016), teaching practice is an important part of becoming a teacher. It equips student instructors with real-world teaching and learning opportunities. A student-teacher is given the opportunity to test out the art of teaching during teaching practice before entering the real world of teaching. Teaching practice is also valued by student-teachers, who see it as a vital part of their preparation for the teaching profession since it provides a meaningful contact between student hood and profession membership. And lastly, in his findings it suggests that student teachers saw teaching practice as a key instrument for learning to teach since it allowed them to gain teaching experience and prepare them for the real world.

Question 3: During your discussion, were you able to apply the linguistic competence such as grammar rules, proper diction, etc. that you have acquired from the previous year's learning English in your linguistic performance why or why not.

In acquiring the learning from the previous subject of the respondents, it shows that most of the respondents are able to apply all their learning's such as grammar, rules proper diction and etc. In line with their linguistic performance, they use English language as their medium of communication to their

students. Also, it helps the respondents to learn more about grammar rules, with that they know that their students will learn as well. As a result, they better transfer the learning and to share their ideas properly. They use it in their field of study for them to communicate effectively. Furthermore, they believe that using grammar is essentially important as they are an English major student, so for them they need to be very careful when speaking using the second language. But some of the respondents say that they are having hard times when speaking in English and using the grammar for the reasons that their students didn't understand what they are saying and they feel nervous when speaking in English.

According to Chung and Pullum, (2015), here are rules that regulate how units of meaning in any language can be constructed: a student who knows grammar is one who has mastered and can apply these rules to express himself or herself in the acceptability of the linguistic structures.

Ur (2009), as cited in Sioco, & De Vera (2018), defines grammar as the way a language operates and mixes words to express particular types of meaning, some of which cannot be fully represented by vocabulary alone. These include how concepts are organized and related, as well as the objectives of utterances such as statement, inquiry, request, and so on. Grammar can also be used to describe time relationships, singular/plural differences, and a variety of other characteristics of meaning. There are laws that regulate how words must be manipulated and ordered in order to represent various meanings, such as when a competent speaker of the language may apply these rules to successfully and acceptably convey his or her chosen meaning.

Question 4: In terms of communicating your thoughts as you explain a lesson, was there a time that you experience the gap between linguistic competence and linguistic performance? If yes, describe the situation. What could be the reason for it? Cite some factors that contribute to the said gap that you have experienced. Most of the participants in the interview admitted that they experience the gap between linguistic competence and linguistic performance while they were explaining a lesson as student-teachers. One of the participants perceived the gap like this: *"I'm not that good when it comes to speaking (I mean I am not that fluent) but I can say that I'm good in writing and composing sentences."*

In connection to this, the participants shared their experiences during a class discussion and how the said gap became as they speak. Two among them said that since English is not their native language, they are having difficulties in conveying and expressing their thoughts clearly to the students. On the other hand, some of them said that there are times when they were unable to recall the specific terminology that should be used in certain sentences. Similar to this situation, one the participant narrates, *"I say*

'We don't have any absent today' instead of saying 'We don't have any absentee today'." This statement shows that the respondent is actually aware of the correct word to use based on grammar rules. However, the respondent still blurted out the wrong word during that moment.

Furthermore, in order to gather more insights on the factors that contribute to the gap between linguistic competence and linguistic performance, the researchers also asked the participants about the possible reasons they could think of in connection to why their experiences happened. According to the participant who narrated the absentee scenario, *"This happened during my first ever demonstration teaching and I was very nervous at that time. In conclusion, my feelings and emotions somehow affect my linguistic performance that even I know it's the right term to say, because of being nervous or pressured, I sometimes say a different thing."*

Moreover, the reasons which the other participants mentioned include the lack of conversational English with someone, feelings and emotions such as being nervous or pressured, lack of confidence, and the fact that English is not their native language. Among all the reasons that they have cited, emotional factors are found to be the common ground and the most mentioned reason why they tend to mess up. *"We are nervous, and we question ourselves if what we are saying is correct,"* one of them said. Though this suggests that psychological factors greatly affect an individual's performance, development of skills through practice is still one of the essentials aspects to consider.

According to Dempo & Seli (2008), more elaborate self-talk training program are available to help individual controls anxiety, mood, and other emotional responses. Furthermore, the success using English as a foreign language in speaking communicatively as well as the mother tongue or second language depends on how the learners use their time to practice outside the classroom and join with their friends. As the principle of learning a language that "practice makes perfect" is right (Astuti, 2013).

Question 5: How did the gap between linguistic competence and linguistic performance affect the flow of your discussion? How did the students react to this matter?

In regards of the gap between linguistic competence and linguistic performance do affect the flow of discussion, partly of respondent state that the gap didn't affect the flow of discussion because they already mastered their lesson before teaching. Additionally, half of respondents say that they are confident enough in delivering the lesson, because as a teacher, you should handle things in the classroom in such a way that your students aren't aware of it, and you shouldn't be too noticeable. Contrastingly, half of the respondents say it was a significant barrier to efficient communication and successful learning with the students, and it was also misconstrued by them, who frequently asked to repeat what they were saying.

In terms of the student's reaction to this matter, partly of respondents say that students don't usually react to this matter, they also unaware on the gap that happened.

On the other hand, half of the respondents say that their students' feel unmotivated and bored to participate in the class when they notice the gap. It demonstrates that the gap has a significant impact on them as students-teachers, as evidenced by the learners' requests for a repetition of what they are saying during the discussion. As a result, the student-teachers find a means to overcome the gap they are experiencing.

According to Vaclav Hemerka (2009), a very important thing in teaching English as a foreign language is that understanding well what actually the function of a language and what a language is in order to balance the student's competence and performance that language. Paul Roberts (1958: 18),

Language is means of communication, language is a system for the expression of meaning, and language is viewed as a vehicle for communicating meaning and messages. Richards & Rodgers (1992: 130), that language is not limited in knowing the language itself, but also it is needed the ability to use communicatively and meaningfully.

Question 6: Overall, what is the impact of the gap between linguistic competence and linguistic performance on your effectiveness as a student-teacher?

In terms of impact and gap between linguistic competence and linguistic performance towards the effectiveness of the student-teachers, half of the respondents say that the gaps do not matter during their discussion. In fact, it makes them aware of their own capabilities. Also, half of the respondents who are not having the difficulties towards the gap are being based on their performance and written tasks, if it turns out excellent, the gap won't bother them. On the other hand, half of the respondents say that the gap gives negative impact to them. The gaps are quite challenging for them because of the unconscious commitment of grammatical errors and mispronunciation of words. With this, the student-teachers had difficulties in delivering the lesson and meeting the expected learning outcomes. But still, student-teachers are facing a lot of frustrations as they pursue their career. Despite of it, they are still coping with the struggles they encounter.

SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary of findings, conclusions, and recommendations. The objective of the study was to determine the impacts of the gap between linguistic competence and linguistic performance on the effectiveness of the English major Education students of BASC. Specifically, it aims to describe the sociodemographic profile of the respondents, determine in what extent the respondents use the English language, and how often the gap between linguistic competence and linguistic performance is experienced whenever they use the language, determine the factors that influence the gap between linguistic competence and linguistic performance of the respondents, and determine the level of how these factors influence the gap between the linguistic competence and linguistic performance of the respondents. The research population was English Major Education students of Bulacan Agricultural State College. In this study, the researchers used the survey questionnaire and interview. The study employed the mixed-method research design using the correlational technique. The quantitative and qualitative data were analyzed through descriptive analysis and narrative analysis respectively.

Summary

This study determined the impact of the gap between linguistic competence and linguistic performance on the effectivity of English major Education students in BASC. Using the procedures described in the preceding chapter, the answer to the problems raised in this study were ascertained and summarized as follows:

1. The age of the respondents ranges from 18-40 years old. Among the 178 respondents, 143 were female and 35 were male. The respondents are from the 8 different sections in the English major of BASC. The number of respondents from Institute of Education Major in English 1st year to 3rd year students' who took part in survey questionnaire was 168. As for the interview, the researchers will choose 10 respondents from the 4th year English Major students that are suited to the set criteria.
2. After analyzing the data in this study, the researchers found that the respondents often use the English language when explaining during class reporting or discussion. And the words choices and sentence construction of the respondents are still ambiguous.
3. The research showed the factors that influence the gap between linguistic competence and linguistic performance of the respondents are when they know the right pronunciation of the words the respondents are always and often motivated to speak using the English language. Also, most of the respondents often experience mental block when speaking the English language in front of other people. Lastly, the respondents are more confident when they are not in pressure and that they are more confident in doing their task when they use the English language.
4. The researchers determine the level of the factors that influence the gap when most of respondents says that sometimes they are anxious, that they tend to forget to apply the grammar rules that they know and that the respondents are always confident when they pronounce the words correctly.

Conclusions

From the findings, the following conclusions are drawn:

1. The respondents in survey questionnaire are within 18-21 years old bracket while in the interview are 22 years old. The respondents are dominantly females in both survey questionnaires and interview.
2. The respondents' use of language and the experience of the gap between linguistic competence and performance is in the middle. Most respondents answered "sometimes" in questions about the extent of usage of the English language.

3. The respondents' level of affective filter which are the factors that affects the gap between linguistic competence and performance is high in terms of motivation, anxiety and self-esteem.
4. The respondents' level of impact of the gap between linguistic competence and performance is also in the middle. Most respondents answered "sometimes" when it comes to how the gap affected and influenced them.

In General, the Researchers therefore conclude that, the gap between linguistic competence and linguistic performance has an impact on the students' effectivity. Whereas, the affective filters like motivation, anxiety and self-esteem have a significant relationship in the gap between linguistic competence and linguistic performance. Also, there is a certain gap between linguistic performance and linguistic competence to the English major students of BASC. It is based from the result that was gathered and collected by the researchers from the respondents. Furthermore, the gaps are usually base from the experience of the respondents while they are in their field of study and it shows how they deal with those gaps. As the respondents apply what they have learned from their previous learning they became more aware on the importance of having knowledge when it comes to dealing with those gaps. Therefore, the gap between linguistic performance and linguistic competence are evidently proven as the English major students have their struggles in speaking using the English language.

Recommendations

Based on the results of the study, the following recommendations are hereby advanced:

1. **Cope Up with Diverse Experience.** In this case, students have different lives outside academics, and so as their learning. The respondents learn from different types of experiences. Students do learn English progressively also with the help of educators. Future researchers must understand that this recommendation is subjective in many ways.
2. **Adequate Exposure.** Students being exposed to English language tend to adapt much quicker. In line with linguistic performance, it is best for the English Major educators to practice being an influence and a source of fluency to the students.

Exposure to English language is also a mean of adaptive learning.

3. **Implying and Practicing Rules.** English rules may seem difficult to understand, but students tend to learn English with its rules in grammar. Speaking and practicing English helps students to build up their sentences without having any hesitations and confusions.
4. **Self-reflection.** English major educators should reflect on the learnings of the students and as well as their capabilities. In that way, students would turn out to possess such outstanding learning towards English language and they are being encouraged to explore out on their own. Self-reflection will be the ground towards a much attainable level of learning
5. For further studies, the following topics may be explored:

5.1 The results of the study cited limited number of factors that influence the gap between linguistic competence and linguistic performance. Hence, in order to better understand the problem, future researchers could seek for a more comprehensive list of factors that contribute to the manifestation of the gap.

5.2 The study focuses on English major Education students in order to determine the impacts of the gap in their effectivity especially during discussions. The researchers suggest that future studies could explore respondents from education course that has a different subject as their major aside from English but also uses the English language as their medium of instruction. Other professionals who use English language in workplace discourse could also be their respondents.

5.3 Future researchers could conduct a study that will seek for a possible intervention for the research problem. For example, they could conduct experimental research that will test if there will be a change in the effectivity of the participants after addressing the factors that influence the gap between linguistic competence and linguistic performance.

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